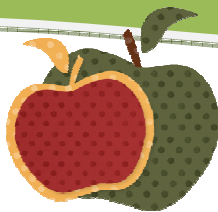


Elementary Math/Science News

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DOING GREAT THINGS

REMINDER:

Math/Science Collaborative

North: K-2 * 10/12 3-5 * 10/13

West: K-2 * 10/19 3-5 * 10/20

Integrating Technology Focus

UPCOMING TRAININGS

all courses below found on eTrain

Grade 1 Math Hiding Assessment

Grade 3-5 Math Base Ten Blocks

Grade 2-3 Math Workstations

Grade 3-5 Math Cuisenaire Rods

Grade 4-5 Math Workstations

Grade K-1 Math Workstations

Grade K-2 Math Base Ten Blocks

Grade K-2 Math Cuisenaire Rods

Grade K-2 Math Pattern Blocks

Grade K-2 Unifix Cubes

Kinder. Assess. Math Count. Objs.

Math 3-5 Investigations: Joint-Usage

1st – 2nd Solids & Liquids (FOSS)

2nd – 4th On Sandy Shore (GEMS)

K-2 Earth Science

Are You On The Right Track???



Start a lesson plan notebook or journal. Some days your lessons will surpass your expectations; other days, you'll wonder what went wrong. Create a notebook with copies of your lesson plans and two sets of worksheets. Keep notes on what works and what doesn't, writing directly on the lesson plan or one copy of the worksheet. When you go back to revise or recreate lessons for the next school year, you will have a good record of what worked—and what you can build on.

Don't sell your class short. Avoid telling your class "This is easy," "This will be fun," "This shouldn't be too hard," or "This is going to be tough." If students succeed at a task you've labeled "easy," the accomplishment seems less significant. If they do not, they may feel worse than they otherwise would. What is easy for one student is difficult for the next, so keep all your students on their toes, and celebrate their accomplishments.

Decorate appropriately. Take a good look at your classroom décor. What messages does it send to students? Does it reflect what you are trying to accomplish? Are your classroom rules prominently displayed? Do your students know where to look for examples of good work? Your classroom décor can say a lot about your personality as a teacher and what you are there to accomplish; don't ignore it!

Be consistent. Students tend to remember your rules better when they stay the same and are enforced equally and consistently.

Create problem solvers. Start each class with a

set of questions and riddles that promote logical thinking. Allow students to work in small groups, and emphasize that they should discuss solution strategies and how they got their answers. This activity shows students that your classroom is a place where communication and collaboration is encouraged.

Who's doing the math or science? Be mindful of who is actually doing the math or science in the classroom. The students should be doing their share of the thinking, explaining, and reasoning. Give students a chance to struggle and wrestle with some math or science every day! Suggesting a solution strategy too quickly doesn't give students a chance to solve problems.

Talk with colleagues. Try to meet weekly with a group of fellow teachers to discuss teaching strategies, share classroom-management techniques, brainstorm ways to offer more opportunities for students, and become data informed. Consider preparing a monthly math department newsletter for parents.

Don't jump to conclusions. Regardless of past experiences, try to give each student a clean slate to work from. If you are particularly worried about a certain student, try giving him or her responsibilities from the start (responsibility).

Use questions. Make your classroom a safe place to ask and answer questions. Try using students' questions to drive your lesson, with students working to answer each others' questions.

*NCTM



Science Spotlight



- Science Spiraling: Continue to spiral experimental design, measurement, and graphing in all lessons.
- Looking for teacher to become campus Math/Science "Data Doctors" who currently teach either 3rd, 4th, or 5th grade math and/or science and are comfortable with manipulating data.
- Interim Assessments: 4th Grade (9/28-10/4) 5th Grade (10/4-10/8)
- See Upcoming Trainings to the left



Summer Mathematics Institute



Thanks to all the teachers who were able to attend the 2-day Math Summer Institute over the. It was a **GREAT SUCCESS** due to the Active Participation and Insights shared during our time together. We were able to dig deep into Mathematics through the use of hands-on instruction, real-world connections, concrete, and pictorial representations. Please remember that conceptual understanding comes from knowing where your students are, where they need to be, and how we can facilitate their learning and build conceptual understanding. Below are some of the Big Ideas from the training. If you need assistance with any of the Big Ideas, please contact me. Once again, thanks for an awesome start to the 2010-2011 School Year!



Caught Red-Handed: DOING GREAT THINGS!



Rapp, Kolter ES

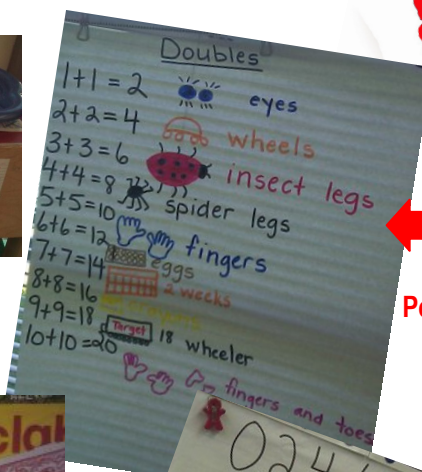
Math/Science Station

& Science Exploration



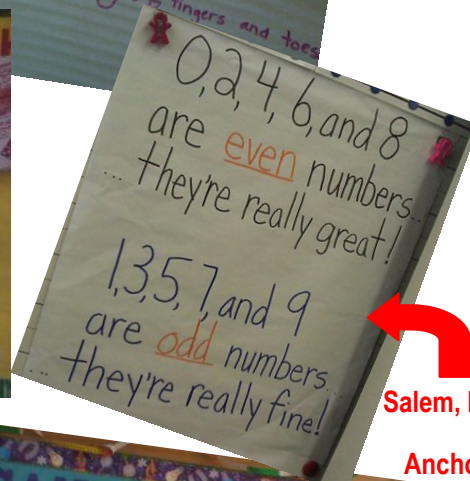
Mr. Wolf, Berry ES

Environmental Science Bulletin Board



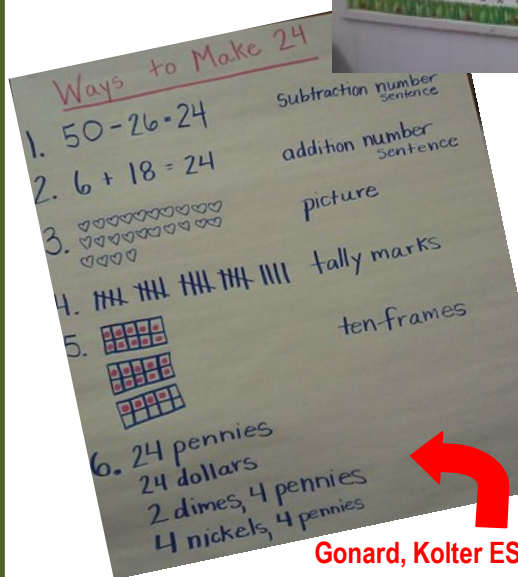
Pedigo, Lovett ES

Anchor Chart



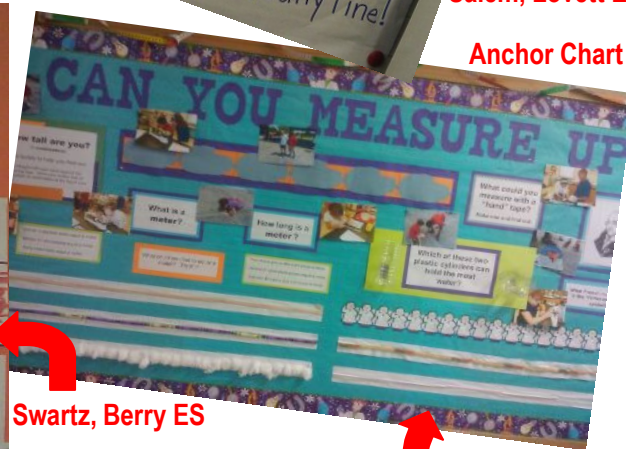
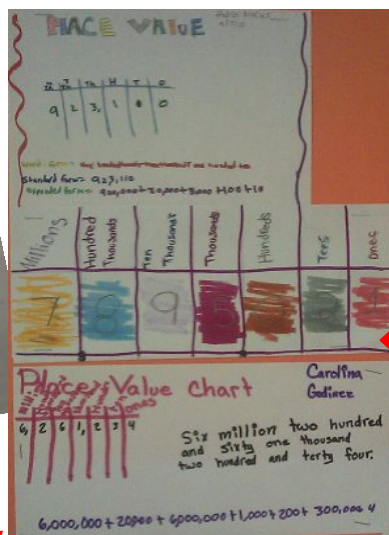
Salem, Lovett ES

Anchor Chart



Gonard, Kolter ES

Number of the Day



Swartz, Berry ES

Student Created Word Wall

Interactive Measurement Board

Shong, Kolter